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HUMAN RELATIONS IN AGRICULTURAL OCCUPATIONS. AGRICULTURAL MACHINERY--SALES AND SERVICE OCCUPATIONS, MODULE NUMBER 5.

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ONE OF A SERIES DESIGNED TO HELP TEACHERS PREPARE POSTSECONDARY STUDENTS FOR THE AGRICULTURAL MACHINERY SERVICE OCCUPATIONS AS PARTS MEN, MECHANICS, MECHANIC'S HELPERS, OR SERVICE SUPERVISORS, THIS GUIDE AIMS TO DEVELOP IN THE STUDENT THE PERSONAL QUALITIES NECESSARY FOR ADVANCEMENT IN A BUSINESS. IT WAS DEVELOPED BY A NATIONAL TASK FORCE ON THE BASIS OF RESEARCH FROM STATE STUDIES. SUBJECT MATTER INCLUDES EMPLOYMENT OPPORTUNITIES AND PERSONAL QUALITIES, COMMUNICATIONS, AND HUMAN RELATIONS PROBLEM SOLVING. TEACHING-LEARNING ACTIVITIES, OCCUPATIONAL EXPERIENCES, INSTRUCTIONAL MATERIAL, REFERENCES, AND SUGGESTIONS FOR EVALUATING EDUCATIONAL OUTCOMES ARE SUGGESTED. TEACHERS SHOULD HAVE EXPERIENCE IN AGRICULTURAL MACHINERY. STUDENTS SHOULD HAVE MECHANICAL APTITUDE AND AN OCCUPATIONAL GOAL IN AGRICULTURAL MACHINERY. SUGGESTED TIME ALLOTMENT IS 24 HOURS OF CLASS INSTRUCTION AND 12 HOURS OF OCCUPATIONAL EXPERIENCE. THIS DOCUMENT IS ALSO AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 488 THROUGH VT 000 504) FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEAR ROAD, COLUMBUS, OHIO 43212, FOR $7.50 PER SET. (JM)

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HUMAN RELATIONS IN AGRICULTURAL OCCUPATIONS

One of Twelve Modules in the Course Preparing for Entry in

AGRICULTURAL SUPPLY - SALES AND SERVICE OCCUPATIONS

Module No. 5

The Center for Research and Leadership Development
in Vocational and Technical Education

The Ohio State University
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Columbus, Ohio, 43212

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HUMAN RELATIONS IN AGRICULTURAL OCCUPATIONS

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HUMAN RELATIONS IN AGRICULTURAL OCCUPATIONS

Major Teaching Objective

To develop in the student an understanding of the qualities necessary for employment advancement in agricultural occupations

Suggested Time Allotments

At school		
Class instruction	24	hours
Laboratory experience	0	hours
Total at school	24	hours
Occupational experience	12	hours
Total for module	36	hours

Suggestions for Introducing the Module

This module may be introduced by viewing the 35mm sound filmstrip, "Your Attitude is Showing."

Teachers, in preparing to teach this module, cannot "rush" through it. Competency III, especially, cannot be hurriedly taught.

The students need to understand how relations with people influence the selling process. Good selling is also "top notch" educating. Selling remains the most tangible link in the chain of supplying agricultural products to customers. Each link in the merchandising process depends on the ability of people to communicate and thus coordinate the business operations. The efficiency of a business enterprise is largely determined by the effectiveness of the relations existing between people in contact with the business or occupation. This is the reason why human relations in a business are so important. These relations depend on the sincerity and attitude of the persons employed in that business. Some companies find that two-thirds of all people fired are fired because of disloyalty to the firm or its managerial personnel.

A student who desires to become competent in an agricultural business needs to realize that his personal traits and ability to work effectively with others will determine his value to the business. This in turn will determine how well he will be paid for his duties and how rapid he will advance in his position.

There are four basic types of human relation situations that an employee in an agricultural occupation will encounter. They are:

1. Employer-employee relations
2. Supervisor-employee relations
3. Employee-employee relations
4. Customer-employee relations

The relationships between employees and employers will differ from business to business. Give the students an opportunity to suggest the human relationship characteristics that employers desire in employees. Do these give any clues as to why employees might be dismissed from their occupations? Does this suggest reasons why employees may terminate their employment voluntarily? Prepare for classroom distribution, the following table on which students may categorize their responses.

Reasons Why Employees Leave Their Jobs

Student Reasons	Employer Reasons
Employees Quit	
1.	1.
2. etc.	2. etc.
Employees Dismissed	
1.	1.
2. etc.	2. etc.

After the students have compiled their ideas on why employees are dismissed or have quit, invite local employers to speak to the class and have them give their reasons why employees are dismissed or why employees terminate their employment. A panel of employers will be more effective than a single employer.

When both lists are complete, note the number of instances in which the reason had to do with the personal relations of the employee. Discuss the symptoms of dissatisfied employees and employers. Relate these symptoms to real causes of personal problems in a business. The employers might be willing to relate incidents of personal problems that employees of their businesses might have experienced.

Supervisor-employee relations might be identical to employer-employee relations. Indeed, the supervisor might be the employer. In many businesses, however, employees are responsible for their activities to an individual who is not the employer. Discuss with the class how these relationships might differ from those with the employer. What are some of the problems that can develop when the employer and the supervisor are two different individuals? What should the supervisor expect from the employees for whom he is responsible?

Point out to the students that they must develop a harmonious working relationship with employees as well as with the employer or supervisor. Some employees can work with everyone; others cannot work with anyone. Identify with the class those human traits found in people that make them easy or difficult to work with. Successful employees may be invited to the class to discuss the problems they have encountered in working with other employees and the techniques they have discovered to be effective in helping them to "get along" with all employees. Do all employees need

the same kind of human relation traits? Would employees tend to have different reasons for dismissing employees than would employers or supervisors?

Employee-customer relations are important to anyone employed in agricultural business occupations. The salesman's dealings with the customer are the most critical link in the chain of merchandising products. Ask the class to give reasons why their parents purchased one product over another, or at one business rather than another. Point out that many products are purchased because the buyer appreciates the salesman's personal traits and abilities. These traits and abilities involve knowledge of the product sold, personal honesty, integrity, and courtesy.

Ask the class, "What agricultural commodities tend to be sold on the strength of the dealer's reputation? Why?" Suggest factors which influence the need for strong personal commitment between the buyer and the seller of the product. How does the salesman's age and knowledge of the product affect the personal relations between the sales employee and the customer? Why?

If two products have almost identical technical properties, the reason one sells and the other does not may be due to the salesman.

Product information and sales are beamed toward the personal needs of customers. During a sale, product information should be made directly applicable to the personal needs of the potential customer. Ask the students to list human needs of every person.

A. H. Maslow, as a "preface to motivation theory," has listed human needs from the most biological to the most social:

1. Those needs which are essential to sustaining life itself: needs for air, food, water, warmth, etc.

2. Those needs which are related to maintaining the physical safety of the individual, such as the need for defense against physical attack

3. The need to be loved, cherished, and aided by others

4. The need for esteem: the need to have worth and value as an individual, to respect and value oneself because one is respected and valued by others

5. The need for self-realization: the need to be creative and productive, to cope with life effectively, to work for and attain worthwhile objectives

Competencies to be Developed

I. To identify particular occupations which offer the most promising employment opportunities for a particular person

Teacher Preparation

Subject Matter Content

Develop the idea that understanding people means being able to differentiate among the many beliefs, attitudes, and abilities which different persons have. People may look alike, but their thoughts and actions differ.

Discuss with the students the personal attributes needed by employees before they will be accepted as suitable individuals by their employers. What is meant by such terms as honesty, loyalty, cooperation, etc.? Have them develop in their minds individuals they know who possess these qualities. Are these qualities lacking in certain business employees with whom they are familiar?

In addition to being able to identify various degrees of characteristics in people, prospective agriculture business employees need to understand that all behavior is caused by something. Why do persons cheat? Steal? Why do people help their neighbors?

We should defer judging other people's ...or until we have some understanding of the reasons for ...behavior. A direct application of this principle would b... employee who has difficulty getting along with another ...yee. An employee should attempt to understand why the c... person behaves as he does. Once the employee has this under...anding, he will be more capable of adjusting to the individual.

As an individual considers his environment and himself, he begins to make plans for the future. A person who does not plan his career can expect to be more directly influenced by his environment than the person who examines the various directions for his future and sets a goal. Many times a student can set his goal and change the environment to fit his objective more directly.

Consequently, we see students beginning to form habits and taking on definite personality characteristics. Teachers are in key positions to assist their pupils in evaluating their past experiences and present attitudes, and in projecting changes in them toward career development.

Test information provides a guide to career decision-making. It is only one of several sources of information. Others include parents' attitudes and personal considerations. Discuss the purpose of giving the following tests when planning a career:

The Aptitude Test
Tests of Skills and Abilities
Interest Inventory
Personality Tests
Intelligence Tests

Consult with the guidance counselor in the school system. Compile a folder for each student which contains test results and prepare an interview for each student with the guidance person.

After helping each student evaluate himself, the next step is the identification of occupations which offer prospective employment for that particular student.

Several films are listed in the references which offer a general description of career opportunities in agriculture.

Career information pamphlets are available from colleges of agriculture, which describe opportunities for young persons in agriculture. These pamphlets are listed in the references.

Place the following information in chart form on the chalkboard. The relationship between education and income is a dramatic one.

Median Annual Income for Male Persons, Fourteen Years Old and Over
(Based on 1961 earning levels)

Amount of Education	Median Income
Less than 8 years	$2,090
8 years	3,452
1-3 years of high school	3,865
4 years of high school	5,052
1-3 years of college	5,246
4 years of college	7,261
5 or more years	7,691

Present an outline of an occupational brief to the students. The following is an example:

Job title
Basic qualifications (sex, age, marital status, military status)
Physical qualifications (health, travel, etc.)
Personal qualifications (interests, abilities)
Skills, knowledge, and abilities required
Wage, hours, conditions of work, employee benefits
Avenues of entry and promotion
Educational and training requirements

Several of the listed references provide forms for evaluating careers in agriculture.

Information about careers is available from several sources:

1. Your public or school library
2. Interviews with friends, relatives, neighbors
3. Personal visits to place of work
4. Observation of the jobs around you
5. Newspaper ads
6. Classes in occupations or social studies
7. Interviews in public employment offices
8. Vocational films
9. Government bulletins

Suggested Teaching-Learning Activities

Invite the local employment security officer to speak to the class to give information about the characteristics of people they place who are successful, about his own duties, and the kinds of information which may be secured from his office.

Ask the students in what ways the following factors could affect employment opportunities:

Physical condition (health and age)
Personal and home life (attitudes and beliefs)
Past experiences (school and work)
Mental abilities (recall and memory, ability to reason, ability to make decisions, rapidity of thought, and creativity)
Motor abilities (coordination, dexterity, reaction speed)
Knowledge and skills
Education
Character

Have students rate themselves on the following personality traits. Have the students ask themselves if they always, usually, or never have these personality traits:

Desirable Personality Traits

Accurate	Conscientious	Loyal
Agreeable	Dependable	Mature
Appreciative	Energetic	Patient
Alert	Enthusiastic	Realistic
Careful	Efficient	Responsible
Confident	Honest	Tactful
Cooperative	Kind	Tolerant

Objectionable Personality Traits

Antagonistic	Greedy	Sensitive
Argumentive	Inattentive	Sulky
Artificial	Militant	Timid
Boastful	Moody	Untrustworthy
Critical	Rebellious	Vague
Defensive	Sarcastic	Vulgar
Domineering	Selfish	Vicious

Have students report on the qualities they like in other people. Ask the students to evaluate themselves accordingly.

Ask students how their hobbies and outside interest can affect their success in working with people on the job they hold.

From these activities, students should be able to make up a "Personal Data Sheet." Forms for a data sheet vary from reference to reference. General categories might be:

Personal information
Job objective
Education
Work experience
References

Develop a list with the students of what employees want from a job, i.e., recognition, a feeling of being useful, adequate wages, security, etc., and stress the point that much of this depends on their relations with others.

Discuss with the students how the personality traits and characteristics listed can influence their employment and chances for success. Point out that he, the student, is the only person

who can change these traits and characteristics. Such a personality profile should delineate those factors that will help or hinder the student in seeking employment.

Present the following on the chalkboard. Show how employee satisfaction is a direct result of matching employee needs with occupational expectations.

An Employee's Disposition and Needs + The Job Expectations ---result in--- Employee ---Satisfaction or Dissatisfaction

For example, a person who likes to be with people, who is friendly and likes to discuss ideas, should not plan to become a truck driver. Why not?

Ask the students to list occupations that would be acceptable to an extrovert or to an introvert.

Ask the group to rate various volunteer members in the class on some personality test items. Compare the group's rating with the individual member's score. Point out that friends, relatives, and associates evaluate one's personal traits and characteristics. What other people think of you is going to have more influence than what you think of yourself. This has implications for ways to maintain morale in a work force.

Discuss the meaning of a person's "need-disposition." Do you think that a person who has always wanted to be a bookkeeper would be happy being a salesman in a feed store? Why?

Before the students go out on their occupational experiences, ask them to select occupations which are most likely to require their most outstanding abilities. These should be the job descriptions which offer prospective employment.

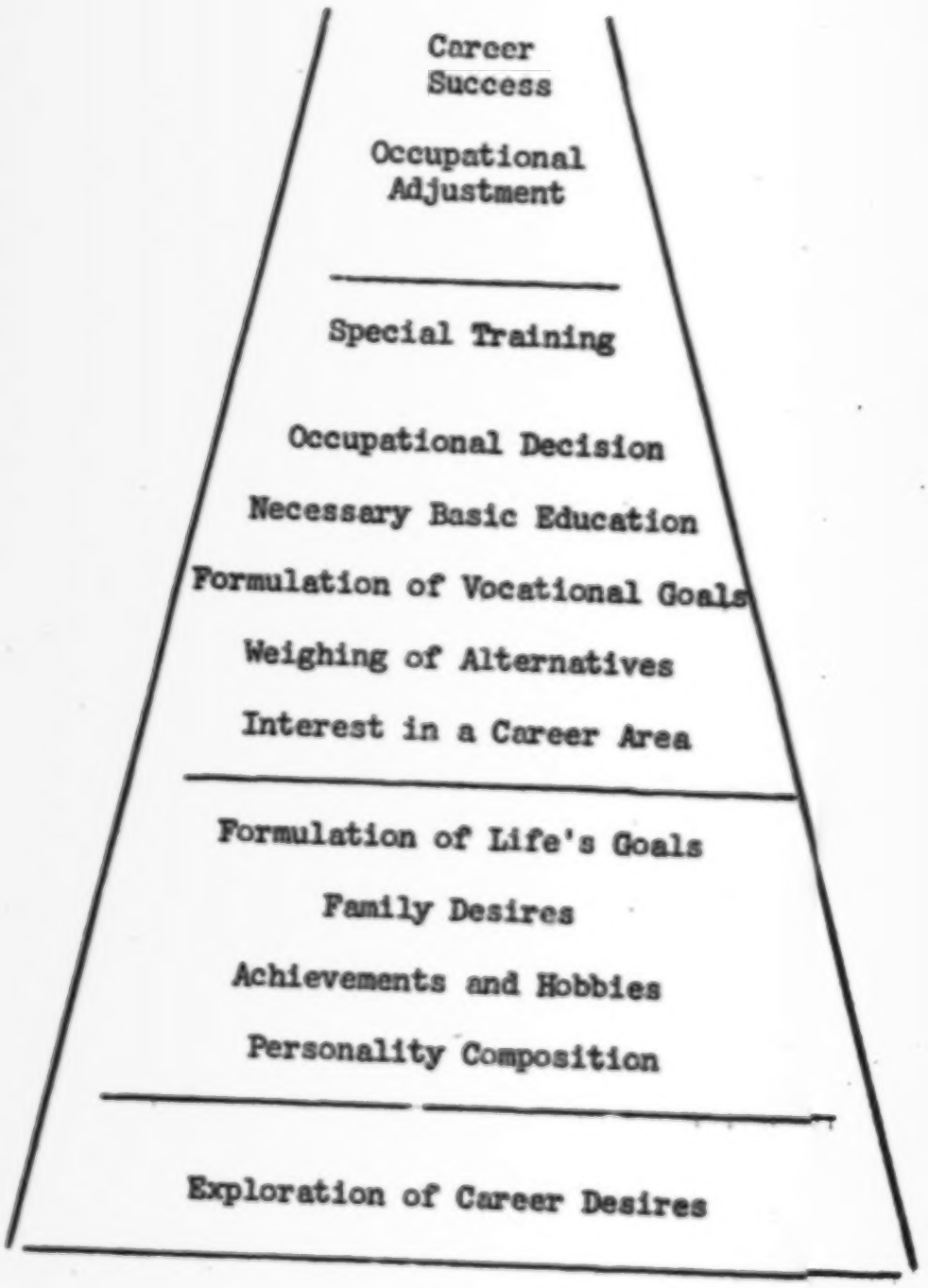
After the occupational experience on the job is completed, classify the discrepancies found between the requirements of the job and the student's qualifications for the job.

Ask the students to write a personality sketch of themselves and a job description of the position that they would like to be in ten years from now.

Below is a pyramid on building career success. It is suggested that this chart be duplicated, drawn on the chalkboard, or shown to the class with an opaque projector. Discuss with the class the sequence of events that lead to career success.

Building Career Success

Results



Job Analysis

First Step

Suggested Instructional Materials and References

Instructional Materials

1. "A Step Ahead--In Careers in Agriculture," 16mm. color film, 14 minutes

2. "Dynamic Careers Through Agriculture," 16mm. film, 28 minutes

3. "Your Attitude is Showing," 35mm. sound filmstrip, 12 minutes

References

1. Blume, George T. Career Exploration, Unit I, pages 11, 12, 24, and 28.

S*2. Duncan, Clyde H. Find a Career in Agriculture.

3. Hemp, Paul E. and Krebs, Alfred H. "A Study Guide for Placement--Employment Programs in Agricultural Business and Industry," pages 17-20.

S 4. Hoover, Norman K. Handbook of Agricultural Occupations.

5. Sferro, Wright, and Rice, Personality and Human Relations.

T 6. Walker, R. W., Stevens, G. Z., and Hoover, N. K. "Pennsylvania Vocational Agricultural Interest Inventory".

7. Wilson, Howard, Understanding People, pages 27 and 32.

S 8. "Agriculture," The Sextant Series for Exploring Your Future.

S 9. "Agriculture is More Than Farming".

10. "Aptitude Tests for Occupations and an Occupational Interest Inventory."

* The symbol T (teacher) or S (student) denotes those references designed especially for the teacher or for the student.

S 11. "Careers Ahead" bulletin.

S 12. "Challenge in Agriculture" bulletin.

S 13. "Choosing Your Occupation."

14. "Jobs in Agriculture."

15. "Kuder Preference Record."

S 16. "There's a Future in Your Farm Background."

Suggested Occupational Experiences

Ask students to prepare a detailed job description of the occupational position they are holding as a student trainee. Fill out in detail a list of the expected requirements of the job. Have them fill out the list at the close of the cooperative occupational experience. The cooperating employer should evaluate this list with the student.

Build into the program a variety of experiences for the student trainee on the job. For example, the student could spend one day with a selected employee from several different kinds of positions. The student trainee would then make out an occupational brief for that position.

Have the student do an occupational brief on a position in the business and compare the brief with the data sheet of the employee on the job.

II. To communicate effectively with a prospective employer

Teacher Preparation

Subject Matter Content

It doesn't do much good for the student to identify his strongest personal characteristics and to describe the job which would make maximum use of these characteristics unless he is successful in obtaining the position. Consequently, this section of the module concentrates on the employment interview. The employment interview is discussed in a number of references.

Perhaps the most fundamental of all human skills is the ability to communicate ideas, attitudes, and beliefs. This skill becomes

critical during an employment interview when time is short and the interviewee wants to make maximum use of all available means of communication.

During a conversation such as an employment interview, the communications process goes two ways. When words do not mean the same thing to the interviewer that they do to the interviewee, misunderstandings occur. Be precise with words!

Another opportunity for misunderstanding in an employment interview is the inattention of the receiver. To carry on an effective conversation, the listener must listen to what the speaker is saying. Many times during an employment interview, the interviewee will want to respond to what the interviewer is saying. Ask the students to list the number of ways a person might respond when wanting to agree with his prospective employer.

Example: A raised eyebrow, smile, nod of the head, etc.

Verbal communication is not the only important way to communicate with a prospective employer. A firm handshake can tell a lot about a person.

Preceding the employment interview, the student will write a letter of application. Discuss the purpose of a letter of application.

The letter of application is a personal sales letter. Its purposes are to:

1. Establish contact by indicating how the job became known to you.

2. Create interest by stating your personal qualifications, interests, and achievements.

3. Convince the employer that you are the man to fill the position by indicating that the job is interesting to you as a career or by indicating that you feel this is a stepping-stone to earning greater responsibility in the company.

4. Interest the employer to sufficiently generate action by including a list of references who know of your work and ability and who could vouch for your qualifications.

5. Interest the employer by requesting an interview to personally relate your qualifications.

6. Supply the prospective employer with enough information for him to arrange the all-important interview with you.

Letters of application should be typewritten, if possible; if not, write in ink. The letter should be written on a good grade of standard $8\frac{1}{2}$ x 11 bond stationery. Check the letter for mispelled words and grammatical errors. Neat and ligible copy with no noticeable erasures or blots can create a good impression. Be sure to fold the letter correctly and to place it in an envelope of correct size.

The question of salary should be avoided until a prospective employer specifically requests you to state it. Your response could then be, "While it is difficult for me to say what salary I should receive, I would consider _____ per month a fair starting salary."

People communicate ideas and attitudes in a number of ways. How we look and dress reflects our attitude. A pair of shoes in need of a shine communicates much to a prospective employer.

How do we acquire the personal and social skills necessary for success?

The process of maturing and growing up has left its mark on each of us. A person once said, "We are a part of every person we meet." In a very real sense this is true. As we share experiences with others, we understand them better, and we learn what is expected of us. What is expected of us varies from place to place.

An employer hiring an individual to pick tomatoes by hand would not expect the same personal characteristics as he would in a prospective employee selling tomatoes and representing his business to customers.

The salesperson, representing the business and product to the customer, is the last link in a chain of employees. This customer-oriented employee, who automatically becomes associated with the business product, must be pleasing and acceptable to the buyer.

Impress upon the students that there are some personal characteristics which everyone demands--cleanliness as opposed to dirtiness, for example.

Invite the home economics teacher or other qualified persons to discuss with the students proper grooming, eating habits, how to make an introduction, etc.

Introductions are a means of making people feel comfortable. One person is introduced to the other such as, "Phyllis Lewis, have you met Bob Jones," or "Father, this is Bill Smith."

Rules for introductions are:

1. Present a younger person to an older person.

2. Present a boy to a girl or a man to a woman.

3. Present a less prominent person to one of greater importance.

Suggested Teaching-Learning Activities

Invite a student from whom you expect to receive a mediocre handshake to role-play being introduced to a prospective employer. Discuss the importance of a handshake in communicating an individual's personality.

Introductions can be important. For example, a prospective customer might want to meet the new school principal who happened to be in your store. The ability to introduce the prospective customer to the principal could mean a future sale.

After discussing the suggestions for writing a letter of application, ask the students to write a letter for a particular job description. Analyze the student letters and suggest changes for improvement.

Have each student prepare a personal data sheet describing his personal characteristics, job objectives, education, work experience, and references.

Set up a role-play phone conversation of a student requesting an appointment for an employment interview. Ask one student to be the employer and another to be the prospective employee. The class should "listen in" on the conversation and analyze the roles of the two persons. Rate them on politeness, articulateness of voice, comments, etc.

Role-play employment interviews with the students dressed appropriately. Tape record the sessions and play them back to the class. Discuss methods of improving the interviews.

Compare the effectiveness of a phone interview with that of a face-to-face interview in conveying impressions of personal characteristics, such as voice inflection, dress, use of English, etc.

Ask students to list items that they will want to learn from an employment interview.

List items the employer will want to know during an interview that a prospective employee should be prepared to discuss.

List the personal attributes that each channel of communication can best convey to a prospective employer.

Communicating Abilities and Attitudes

	Personal	Social
A written letter	(List characteristics you would want to convey. Example: accuracy, neat appearance, etc.)	
A face-to-face interview		
Indirectly through a reference		
Telephone conversation		

Ask students to list a number of different ways they can communicate their past experiences to an employer. Example: Letter of Application, Recommendations of Past Employers, etc.

Ask the class what factors influence the selection of a person for an employment reference?

Ask the students to rate themselves on the personal characteristics checklist. The list below was compiled from the results of hundreds of answers to the question: What physical traits keep people from presenting a good appearance and hence hurt their personalities? Place a check mark before each trait that applies to you:

_____ Dirty fingernails	_____ Unshined shoes
_____ Dirty hands	_____ Bad breath
_____ Beard	_____ Too few baths
_____ Yellow or unclean teeth	_____ Inappropriate clothes
_____ Pimples on face	_____ Awkward posture
_____ Dirty face	_____ Hair not combed
_____ Greasy hair	_____ Broken shoestring
_____ Dandruff	_____ Buttons missing
_____ Hair too long	_____ Clothes fitting poorly
_____ Soiled clothes	_____ Dirty handkerchief
_____ Baggy trousers	_____ Run-over heels

Number of checks _____

Even one check may be the difference between employment and unemployment.

If you checked more than six, you are in pretty bad shape. Drastic action is necessary.

Look over the items that you checked. Each one is a personality defect in the eyes of other persons. Each defect can be eliminated.

Suggested References

1. Blume, George T. Career Exploration, Unit II, pages 36 and 37.

2. Hemp, Paul E. and Krebs, Alfred H. "A Study Guide for Placement--Employment Programs in Agricultural Business and Industry," pages 28-36 and 107.

3. Keily, Helen J. and Walters, R. G. How to Find and Apply for a Job, pages 48-51 and 76-82.

4. Richert, G. H., Meyer, W. G., and Haines, P. G. Retailing Principles and Practices.

5. Weyant, J. Thomas, Hoover, Norman K., and McClay, David R. An Introduction to Agricultural Business and Industry.

6. "Getting Ahead in Retail Selling."

Suggested Occupational Experiences

After preparing students in the classroom, send them for an interview with their prospective employment cooperators "on their own." Ask for a report on the interview from the cooperating employer. Timid students may require more attention before they are willing to "go it alone" during an interview.

Ask the students to report to the class on their general impressions of the interview.

During the cooperating employment experience, each employer should analyze the student's work record with the student trainee and teacher present. Note any improvements made in personal and social skills.

III. To understand complex problems of human relations found in a business by identifying the problems, analyzing the situations, and formulating possible solutions

Teacher Preparation

Subject Matter Content

Suggest to the class that there are two main categories of factors which affect their interpersonal relations on the job. The first is the kinds of tasks they are asked to do. Early in the module, emphasis was placed on identifying job skills which were compatible with the individual's wants or needs.

The second group of factors affecting personal relations on the job pertain to the environment. The attitudes of the other employees, the time requirements of the job, the freedom to be your own boss, etc., all affect an employee's relation to other persons. Although we study these categories of factors separately, in practice, they are almost impossible to separate.

One way to study interpersonal relations within agricultural businesses is to examine relationship among employees, between employees and customers, and between the employee and the supervisor.

If a student develops a concept, an idea, or expectation of the relationship which should exist within a business, he or she should be better prepared to cope with any eventuality when he or she actually becomes employed.

Consequently, this section of the module presents concepts of loyalty, honesty, etc. Invite student responses to the descriptions given, and suggest solutions or role-play the cases that follow a description of the concept.

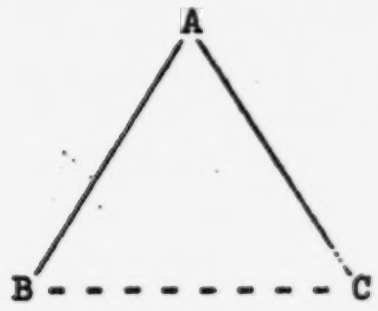
Suggested Teaching-Learning Activities

Ask the students what factors would affect an employee's ability to get along with his supervisor. Discuss the effect of age, tenure, education, etc., on human relations in an agricultural business.

Ask students what a "boss" should expect from his employees. Ask students what an employee should expect from his boss. Use the case studies described on pp. 19-30 to illustrate the points brought out. Stress the completed involvement of human relations in these expectations.

The structure of a business (the line-staff relationship) has an effect on employees. Present the following diagram and ask the class to compare the relationships between employees A and B with those between B and C.

Line-Staff Relationships



_____ = Direct command relation

- - - = Informal communications

Present the following table to the class at the beginning of this section of the module. These are examples of human relations concepts that could be duplicated and passed out for class discussion:

Implications of Human Relations Concepts in Three Different Occupational Relationships

	Relations with		
Concepts	The Customer	The Supervisor	Another Employee
Loyalty Respect for Authority Willingness to Learn Cooperation Honesty Responsibility Leadership Morale	Ask members of the class to describe the meaning of the concepts in these three different frames of reference. Most students will want to give an example of what the terms mean. Ask students to describe the negative dimensions of the concepts. Examples: A disloyal employee.		

The following material in this module may be duplicated by the teacher and passed out to the students for discussion.

LOYALTY

An employee faithful to the supervisor and business firm who employ him will always be an asset. Many situations will occur which are difficult to anticipate. An employee will find it very difficult to hide his feelings about the people and organization for which he works. If he respects his superior and enjoys working for the agricultural business firm, he is likely to convey this attitude to his friends and prospective customers. Obviously, loyal members are highly desirable. The real problem comes in trying to define "loyalty" and to develop it in people.

Loyalty implies support of a cause, ideal, practice, or custom. It includes an element of faithfulness to a person or organization.

People live by faith and confidence in other people and organizations. As you drive down a street approaching an intersection, you believe the car on your right will stop at the stop sign. You expect the car to stop.

Loyalty in an agricultural business operates in much the same way as in faith on a highway. The supervisor or other person representing management expects employees to perform the tasks assigned to their specific occupation. In return, the business agrees to pay employees a salary. The employees become agents of the business during the working day. Whether or not this obligation to support the business extends into other parts of the day depends on how the employee feels about the business. If he has been treated fairly and honestly, he probably will continue to support the organization after working hours.

Loyalty takes time to mature and grow. It is the product of continued contact with a person or business over a length of time. New employees should not expect to receive it before proving themselves worthy of their supervisor's faith and confidence. Likewise, business firms must earn loyalty from their employees. The good will and loyalty which develop between a supervisor and employees or among employees are valuable commodities, which are not to be treated lightly.

The Case

Norman Jones, an employee in a farm supply store, has sold goods in this store for a number of years. He has come to know and to appreciate his co-workers and the manager of the business office. As far as he knows, the store has always attempted to give good service to its customers.

This afternoon, Wayne Wilson, ordinarily an intelligent and mild-mannered local farmer, came into the store very upset. An insecticide which he had purchased at the store and applied to his alfalfa had seriously damaged the crop. Wayne believed the store manager deliberately sold him the wrong kind of insecticide.

Wayne and a group of neighbors have been going together and ordering their protein supplement directly from a soybean processing plant. By ordering a carload and splitting it among the group, they can purchase the supplement much cheaper than the store can afford to sell it to them. Wayne believes this is the reason the store manager sold him the wrong insecticide for his alfalfa.

Wayne came up to the counter and demanded in a loud voice to see the manager. Norman looked for the manager but couldn't find him. Wayne did not want to wait, so he left the store mumbling to himself. When the manager came in, Norman related the story to him. They found the sales slip which gave the name of the insecticide which was sold to Wayne Wilson. It was appropriate for alfalfa. They read the instructions and decided that Wayne must have made the spray mixture too strong.

Since the agricultural business didn't want to offend a customer, the manager asked Norman to drive out to Wayne Wilson's farm and explain the situation to him. When Norman arrived at the farm, he found a neighbor of Wayne's helping him assemble some machinery. Norman carefully explained what must have happened, showing Wayne the sales receipt. Like most of us, Wayne did not want to admit the damage to his alfalfa was his fault. Wayne was critical of the store, and said, "The store manager deliberately gave me wrong information."

Assuming Norman is a loyal employee, what should he do?

Discuss the statement, "A loyal employee should endorse all business policies at all times." To what extent is this true?

RESPECT FOR AUTHORITY

Authority in agricultural businesses usually rests in administrative positions which are responsible for production processes. For example, in large businesses there may be a vice-president for sales, one for production, another for personnel, and so forth. Each man has the right to make decisions for his area of the business. Each person in an administrative position is usually responsible to the manager or president of the company. The top management position answers to the Board of Directors who have final control of the organization. Each person in a business forms part of a chain.

Authority is the power or right to give commands, take actions, or make final decisions.

In some businesses these lines of authority may be closely drawn with each person carefully guarding his own domain. Large-scale organizations controlling many sub-parts sometimes becomes bureaucratic. Much valuable company time and effort may be lost by employees fearful of petty jealousies and status-hungry co-workers. Most agricultural businesses are relatively small and uncomplicated. Yet, the concept of respecting your superior is an important one, even in a small business. Consider the following case.

The Case

Mr. Renolds is the owner and operator of a poultry farm. The largest enterprise on the farm is a flock of 25,000 laying hens. He produces, grades, packs, and delivers eggs under his own farm brand. He retails some eggs to customers who are willing to drive out to his farm, but most of his eggs are delivered to grocery stores and restaurants in an urban area.

Mr. Renolds spends most of his time delivering and selling eggs. He seldom directly oversees the work of five employees on the farm. Instead, he has appointed as foreman an employee who has been with him a long time, Tom Curtin. Tom makes all of the work assignments.

One of the men who had been working on the farm took another job. Mr. Renolds contacted the local vocational agriculture teacher and asked if any of the June graduates would like temporary or permanent work. He interviewed and consequently hired Bob Mix, an energetic young man with impressive grades and a desire to get ahead. After the interview, the vocational agriculture teacher congratulated him and told Mr. Renolds that he had hired someone with a great deal of initiative. Mr. Renolds replied that he was looking for that kind of person, because he was very dissatisfied with the amount and quality of work produced by his farm crew. He hoped Bob could improve the work output.

Bob had been working about a week when he discovered the problem mentioned by Mr. Renolds. He was hauling wood chips from a nearby sawmill. By 2:30 p.m. he had hauled three truck loads and was planning to get another when the foreman, Tom Curtin, came over to the truck and complimented him on his good day's work. Bob explained that he had time to get another load before 5 o'clock and planned to do so.

"Now, Bob, you are new on this job," was Tom's reply, "and out here on the farm we work with each other. Mr. Renolds leaves these kinds of decisions up to me. Nobody works too hard and

nobody accomplishes so much that he causes others to get fired. You are not going to haul another load of wood chips today!"

If you were Bob, what would you do?

WILLINGNESS TO LEARN

One of the few certainties of life is the likelihood of change. Everywhere we see new products and new techniques taking the places of old ones. Business firms spend a great deal of money on research to find new and better products.

Car manufacturers can change a design for a new model rather easily; people are much more difficult to change. Once ideas are entrenched and attitudes established, it is very difficult for individuals to accept new ones. Fixed patterns and habits always take precedence over new ones.

Since "things" change more easily than people, employers usually investigate a prospective employee's willingness to learn new ideas. A person who accepts inevitable changes that occur during the process of living will not spend as much time worrying about them as the individual who does not. Previously held assumptions need constant re-evaluation. Much energy is expended by frustrated dissatisfied employees. A willingness to change and learn new ways of doing things is a characteristic which we should all cultivate.

The Case

The Quick-Trim Landscaping Company is a large agricultural business which employs various teams of men to perform a variety of duties. The company has contracts for maintenance of cemeteries, parks, etc. It also establishes new lawns. Within each work team, some job tasks are more specialized than others. Alvin Myers, the foreman of one six-man work crew likes each man to be familiar with a variety of skills. When an individual is absent or is sick, another person from the same group can take over his responsibilities. These new skills are taught to the men during slack periods in certain seasons of the year.

Last week, Alvin asked Jake Hanson, one of the older employees in his group, to learn how to operate a surveyor's level. The instrument is used in determining field grades, drainage ditch routes, and selecting and checking the level of the seed bed on an area to be landscaped. Jake is a 35-year-old employee who is married and has two school-age children. He has very little initiative; in fact, he has had trouble keeping a job. He has been with the landscaping company for six months. So far, he hasn't had much to say, keeping to himself and doing only what

was asked of him. When Alvin asked Jake to use the level, he replied, "I'm not getting paid to run that thing and do that kind of work. I don't want anything to do with it."

How do you feel about Jake's comment?

COOPERATION

Whenever one human being finds himself in contact with another, either on the job, at school, or in the home, personal relations become a factor between the two personalities. Feelings and attitudes between persons affect the goals of the social group. In many cases, the goals of the social group--the church, the family or the business--can be attained only with the help of individual members. Agricultural businesses operate to make a profit for their stockholders and provide services to customers. Employees should accept these goals and work toward their accomplishment. Whenever you engage in a cooperative enterprise with others, you expect to lose a certain amount of individual freedom in order to benefit the group.

Cooperation means joint action with others in pursuit of common well being.

Cooperation in an agricultural business is similar to the activities of a football team. Each individual has a job to do. Without the efforts of the linemen, the quarterback or fullback could do little to advance the ball. Likewise, the salesmen must sell the products before a manager can show a profit. It takes the cooperation of all employees for a business to operate smoothly and efficiently.

The need for cooperation extends into every business firm. Each employee is a member of a team--a business team. He has responsibilities to fulfull which contribute toward the team goals. Many occupations in a business, such as the quality control personnel in a milk processing plant, are key positions. If the employees in these positions neglect their jobs, the entire business suffers because the quality of the product is lowered. To a greater or lesser extent, the business is affected when any employee does not perform his job adequately.

Cooperation doesn't just happen; it has to be encouraged. An employee who feels rejected by his employer or believes the business is taking advantage of him, is not likely to give up many personal privileges to contribute to company goals or policy. Fortunately, most people desire to belong to groups and want to get along with their fellow employees. Some of the most satisfying employment experiences come from the warm

personal friendships which develop between customers and employees, between the employee and the employer, or among employees. These feelings can be so strong that employees dislike being transferred from one location to another even within the same company.

Before two employees can cooperate on a mutual project, each person must respect the other. If this respect does not extend to the personality of the other individual, it must at least extend to the other person as a fellow employee. Any agricultural business employee should see himself and others as members of a team working toward a common goal.

A person exhibiting a cooperative attitude will contribute much as an employee to an agricultural business. He will not only aid the company directly by enthusiastically giving of himself, but he will inspire confidence in the company and cooperativeness in other employees.

The Case

The East Coast Farm Supply Company is a cooperative organization which has several branch offices throughout the state. These branch offices supply feed and fertilizer to commercial farms in their respective areas.

Mike Hanna is a high school student, who is working for the Long Valley branch office of the cooperative during the summer between his junior and senior year. He has performed several different jobs around the cooperative. This week he was driving a truck and spreading lime on a nearby farm. He had worked hard all week and was looking forward to the weekend, when he was approached by the manager of the cooperative and asked to continue spreading lime on Saturday. Mike checked with the other four truck drivers and discovered only two others had been asked to work during Saturday. In Mike's judgment, he was asked to work because he was the youngest and the newest employee in the business.

If you were Mike, what would you do?

HONESTY

All of us have an idea of what we mean by the word "honesty." If we were to ask each person in the room to give his definition of the term, we are likely to have as many definitions as people. Each definition would reflect the past experiences of the person. Since we have all had different experiences, each person's concept of honesty would be different. Sometimes we use different

standards to arrive at a definition of "honesty." Honest behavior for some persons means doing whatever works. A person who successfully gives a false statement in defending a friend, has a completely different belief about honesty than an individual who would never tell a lie, regardless of the situation. The same person may use a different standard for honest conduct depending on the situation.

Honesty is straightforwardness of conduct; it requires a sincere effort from each of us to maintain integrity, fairness, and truthfulness in all situations.

Since we do not always know other persons' past experiences and beliefs, we have to be tolerant of their actions. A person may commit a dishonest act unknowingly and be sorry for it later. American people have emerged from the peoples of many nations. Consequently, our society contains persons with vastly different values and ideals. When we see an act committed which we dislike or do not understand, we must try to comprehend why the person did it and attempt to persuade him to change.

The Case

The Cox Implement Company has been located in a small rural community of 2,550 population for about ten years. They sell a nationally advertised brand of agricultural tractors and machinery. Many times they are asked to service the machinery of other makes both in their shop and out on farms. To do this work, the owner and manager, Mr. Cox, employs five other persons in addition to himself.

Ron Thomas is a young man who has been employed by the company for only two weeks. He is a good mechanic. He has had five years' experience with an automobile garage in another town. It had been an unwritten policy among the employees at his previous place of employment to take company supplies if they needed them for their personal use. As far as Ron knew, no one had ever taken supplies or equipment to sell to other persons.

One day another employee, who had become a friend of Ron, saw him put a handful of bolts and nuts in his lunch box, apparently to take home. If you were the employee who saw Ron do this, what would you do?

RESPONSIBILITY

Like "honesty" and "loyalty," the term "responsibility" defies any kind of comprehensive and precise description. The actions of a "responsible" person vary with different situations. Many

factors influence the "total" personality: a person's previous experience, his attitude toward his supervisor, and so forth. It is difficult to predict responsible behavior because it varies with the motives and aspirations of persons.

A responsible person determines his own acts by carefully considering the consequences of his decisions.

An effective business organization must hire trustworthy and reliable employees, persons who feel some obligation to their job and desire to complete work assignments. Such "responsible" behavior is necessary for efficient operation of a business.

A responsible person is one who is capable of determining his own actions. Responsibility implies an ability to foresee the consequences of actions. When an employee is consistently late for work, or takes a "don't care" attitude toward his job, or behaves inconsistently so that he cannot be counted on to complete work assignments, we say he is irresponsible. A person who is not responsible for himself will be a liability to any business, regardless of the menial tasks he performs.

This instructional material is designed to develop responsibility in the reader by asking him to consider the consequences of his decisions. Learning how to make decisions will go a long way toward developing responsible employee behavior in an agricultural business.

A business firm hiring a large supervisory staff to make certain employees are doing their jobs is maintaining an expensive administrative structure.

The Case

Warren Smith is an employee at a feed store in a rural community. Many farmers in the area buy feed on credit. There are three employees in the office who do most of the sales work. The customers like the informal atmosphere of the business.

Warren usually locks the doors at closing time. This evening he noticed two sacks of feed to be on the loading dock next to the storage room. The storage room is locked and the other employees have left for the day. Warren examined the feed without finding any reasons for it to be outside.

What would a responsible employee do?

LEADERSHIP

In a democratic organization, members of a group select the persons to lead who best represent the majority's feelings and beliefs. The majority of the FFA members elect a chapter president. The person elected becomes an identified leader of the local FFA chapter. Members expect him to make suggestions and keep the FFA chapter moving toward its group goals. If he does this well, the leader is admired and respected. Sometimes group leaders are appointed to positions of responsibility. This often happens to committee chairmen. An appointed leader may act just as effectively as an elected leader.

Leaders are expected to act in behalf of the group they represent. For example, the person elected by FFA members to represent them on the student council should maintain the interests of the FFA organization. If a leader's personal interests conflict with the interests of the group he represents, he should resolve the problem. A group does not have the right to expect its representative to act against his own wishes. Many times, leaders will exhibit responsibility and seek to change the group's view. In fact, this is the value of leadership; to influence the group to action which they would not do without a leader. Some of our most important leaders in history have not agreed with the ruling majority. Columbus believed the world was round, but he had to sail across the ocean to prove it.

Leadership is exhibited by a person who directs, commands, or guides a group or activity. A leader often exerts influence by persuasive techniques rather than by force.

An important quality of leadership is accuracy. Few groups of individuals will follow a person with false ideas. If you desire to influence others, concentrate on facts and make definite statements only when you are certain you are right. A leader must accept responsibility for influencing other people. If a leader directs a group to take certain action, he is more responsible for the consequences of that action than are other members of that group. Many persons do not like to accept responsibility and shrink from tasks of leadership.

On the other hand, leaders are in the limelight and are usually respected. This characteristic of leadership draws some people who are self-centered. The self-centered individual usually does not make a good leader because he is more interested in himself than in the people he represents. Persons being led soon realize this and turn to someone who respects their interest.

A position of leadership satisfies the need for belonging in a human being. What can build more self-confidence than people asking you for help? Pcsitions of leadership are likely to be held by people who are interested in serving others.

Leaders are often classified into two different groups--formal and informal. Formal leaders are those who are chairmen of committees, or presidents of organizations. Persons who hold office automatically have authority to influence other persons. Informal leaders usually come from members of the group. They are selected by other members and act to sanction or "O.K." proposals suggested by the group. Sometimes in a meeting you will notice other persons asking a particular individual to express his opinion on a proposal. If he agrees it is a good idea, the members are for it; if he does not, they are likely to turn it down. Informal leaders are present in every group. They are a very important influence in human relations, because they gain their good will not by the office they hold but by the willingness of the members to accept their advice. Sometimes the formal and informal leaders of a group are the same persons.

Leaders are found in all types of organizations. A group of businessmen in a civic organization directing a charity drive has leaders; so does a street gang in a large city. Qualities of leadership are varied and many, depending upon the kind of group being led. In the previous example members of the charity drive may respect law and order; a street gang usually does not.

Leaders of both groups, however, must know the members they lead. The leaders are aware of the goals and aspirations of the group. Persons who are successful directing groups soon develop skill in approaching individuals with requests. If the task is difficult or unpleasant, a leader must use all his knowledge about an individual to select an approach which will result in the person's agreeing to the request. Leaders who can gain members' consent on actions and retain the good will of the members are the most effective. To do this, a person must acquire a knowledge and understanding of human relations. This is one reason we are asking you to read this unit--to make you more effective in leading members of your group. By extending your influence with other people, you should be able to accomplish your goals.

The Case

Ron Thomas is an employee of the Cox Implement Company which sells tractors and farm machinery in a rural community. Ron is

the newest member of the five-man implement company employee team. He has been an employee for only one week. Naturally he wants to make a favorable impression on Mr. Cox and the other men working for him. Ron knows that his actions during the first few weeks on the job will establish his reputation at the business. He is eager to contribute to the employee team effort.

In order to get better acquainted with the men, Ron eats his lunch at the implement company. During a recent noon break, the employees and Ron were discussing a lift which one of the men was constructing to fit behind a tractor and operate off the hydraulic system of the tractor. The man responsible for the job was not present. The lift was half finished and the men were discussing how to brace it for maximum strength. Ron's past experience told him that one brace on the lift was incorrectly placed. The horizontal brace should have been a diagonal brace. This is an opportunity to exhibit leadership and show his fellow employees how much he knows about lift-construction.

What should Ron do?

MORALE

People act from their hearts as well as from their minds. Some persons are inclined to let their feelings decide issues rather than make a judgment on logical and careful thought. We sometimes characterize persons who let their feelings and emotions rule their actions as "impulsive" and "emotionally immature."

Morale is the prevailing mood and spirit which permits dependable performance and steady self-control. Someone has paraphrased it as "how I feel about my job at any given time."

Morale is a state of mind of employees, growing out of their work conditions. It includes employee feelings toward supervisors, the company, and other employees.

Each employee can contribute to the morale of the group by paying attention to good human relations principles. Fair and honest treatment of persons as individuals promotes trust and confidence in a group. If you inform people of decisions affecting them, it will dispel doubts and fear of the unknown. Abrupt treatment of groups of people creates suspicion and disregards individual differences.

Whenever possible, employees should be asked to help management plan business programs. It gives employees a feeling of belonging to the group. An orientation program ordinarily helps employees become familiar with their environment and gives them

a feeling of security. A counseling program which considers the talents of the employee and matches them with the position available, usually results in a satisfactory work experience for the company and the individual. A happy and satisfied person builds morale in the group. A bright and cheerful physical environment can set the tone for attitude in the group. When you are employed in an agricultural business, show other employees your appreciation by complimenting them for work well done. Sometimes a free and easy flow of informal communication can contribute more to good morale than any number of policy statements.

Morale is very difficult to talk about, because it can only be inferred from other persons' actions. You cannot see it, touch it, or taste it. But you can determine if it is present in a large quantity or in a meager amount. Consider the following case:

The Case

Mr. William Bond is owner and operator of a large rural feed and grain elevator. This elevator does considerable grinding, mixing, and selling of feed to the farmers in the area. In addition, farmers market their surplus grain through Mr. Bond's elevator. Mr. Bond has two supervisors working for him, one in charge of the feed activities and the other responsible for the grain operations. Four months ago, Joe Johnson, the feed supervisor, retired, and Mr. Bond hired a young man, Jess Smith, to replace him. Jess Smith was a farm boy who was an outstanding vocational agricultural student and had just recently graduated as the top student from a two-year post-high-school course in agricultural business.

Mr. Bond has been hearing comments that the men working under Jess Smith are dissatisfied. They feel that one of them should have been promoted to the position of supervisor, that Jess Smith is making too many changes in the operations, and they don't like the fact that this relatively inexperienced young man is receiving a higher salary than they are.

How should Mr. Bond view this dissatisfaction? What should Jess Smith do to improve the relations with his men?

Suggested Instructional Materials and References

Instructional Materials

"Getting Along with Others," 16mm film, 29 minutes

References

1. McLarney, William J. Management Training, Cases and Principles.

2. Serif, Ned (Editor). How to Manage Yourself.

3. Wilson, Howard. Living With Yourself.

4. Wilson, Howard. Understanding People.

Suggested Occupational Experiences

Whenever the opportunity presents itself, the cooperating employer should invite the trainee to analyze incidents occurring on the job and relate them to the expectations of management.

Suggestions for Evaluating Educational Outcomes of the Module

Evaluation of the instruction in this module can only come when the student actually applies for a job, is successful in the employment interview, and becomes a profitable employee. However, teachers must use more tangible short-term goals. Consequently, most of the time we resort to paper and pencil tests and demonstrations.

Each competency has been stated in a manner which can be demonstrated by the student. For example, competency number one may be tested by presenting the student with a particular set of personal abilities and asking him to select and justify a job which will make maximum use of those personal skills.

Hopefully, students have gained some insight into reasons for behavior. They should be able to answer the following questions:

Why do some customers purchase a new car every other year when their used one has less than 12,000 miles on it?

Why do some employees insist on going to your supervisor with problems that you could handle?

Why do some supervisors follow rules and regulations more closely than others?

The best criterion for competency two is a successful employment interview. Many check lists may be used for neatness of dress, evaluation of letters of application, personal data sheets, etc. If the instructor has concentrated on etiquette, perhaps a "formal" lunch is the best way to evaluate this instruction.

Competency three presents a problem for evaluation because it deals with the student's ability to solve problems. Perhaps the best way to test this ability is to present the student with a problem-situation, and ask him to solve it carefully, indicating each phase of the process. He should be able to:

Identify the problem
Formulate possible solutions
Select the answer which best fits the situation
Justify the selection of the solution

Sources of Suggested Instructional Materials and References

Instructional Materials

1. "A Step Ahead--in Careers in Agriculture," 16mm color film, 14 minutes. Your local New Holland Machinery dealer.

2. "Dynamic Careers Through Agriculture," 16mm film, 28 minutes. Farm Film Foundation, 1425 H Street, Northwest, Washington, D. C., 20005.

3. "Getting Along With Others," 16mm film, 29 minutes. Business Education Films, 5113 16th Avenue, Brooklyn, New York.

4. "Your Attitude is Showing," 35mm sound filmstrip, 12 minutes. Charles Steadman, Teacher-Trainer in Distributive Education, University of Pittsburgh, Pittsburgh, Pennsylvania.

References

1. Blume, George T. Career Exploration, Units I and II, Circular 864, 1962, V.P.I., Agricultural Extension Service, Blacksburg, Virginia.

2. Byram, Harold M. Guidance in Agricultural Education, Danville, Illinois: The Interstate Printers and Publishers, 1959. Price: $4.50.

3. Duncan, Clyde H. Find a Career in Agriculture, 1961: G.P. Putmans Sons, 200 Madison Avenue, New York, New York. Price: $2.50.

4. Hemp, Paul E. and Krebs, Alfred H. "A Study Guide for Placement--Employment Programs in Agricultural Business and Industry," Danville, Illinois: The Interstate Printers and Publishers, 1964.

5. Hoover, Norman K. Handbook of Agricultural Occupations, Danville, Illinois: The Interstate Printers and Publishers, 1963. Price: $4.75.

6. James, Gerald B. "Vocational and Technical Education," Using Current Curriculum Developments, Washington, D. C.: Association for Supervision and Curriculum Development, National Education Association, 1963.

7. Keily, Helen J., and Walters, R. G. How to Find and Apply for a Job, Second Edition (paperback), Cincinnati: South-Western Publishing Company, 1960.

8. McLarney, William J. Management Training, Cases and Principles, Homewood, Illinois: Richard D. Irwin, Inc., 1959.

9. Phipps, Lloyd J. Your Opportunities in Vocational Agriculture, Danville, Illinois: The Interstate Printers and Publishers, 1962. Price: $3.25.

10. Richert, G. H., Meyer, W. G., and Haines, P. G. Retailing Principles and Practices, Fourth Edition, New York: Gregg Publishing Division, McGraw-Hill Book Company, Inc., 1962.

11. Serif, Ned (Editor). How to Manage Yourself, Volume I (paperbadk), 1961. Cities Service Oil Company, Business Research and Education Division, Marketing Training Department, 60 Wall Street, New York, New York.

12. Sferro, Wright, and Rice. Personality and Human Relations, Second Edition, Text-Workbook, Hightstown, New Jersey: Gregg Publishing Division, McGraw-Hill Book Company. Price: $3.95.

13. Walker, R. W., Stevens, G. Z., and Hoover, N. K. "Pennsylvania Vocational Agriculture Interest Inventory," Danville, Illinois: Interstate Printers and Publishers, Specimen Set. Price: $1.00.

14. Weyant, J. Thomas, Hoover, Norman K., and McClay, David R. An Introduction to Agricultural Business and Industry, Danville, Illinois: Interstate Printers and Publishers, 1965. A student's text of approximately 200 pages, and a teacher's guide.

15. Wilson, Howard. Living with Yourself, (paperback), 1962. Administrative Research Associates, Box 3, Deerfield, Illinois. Approximate price: $1.00

16. Wilson, Howard. Understanding People (paperback), 1962. Administrative Research Associates, Box 3, Deerfield, Illinois. Approximate price: $1.00.

17. "Agriculture," The Sextant Series for Exploring Your Future. Milwaukee: American Liberty Press, 1962. Price for copy with soft cover is $4.00.

18. "Agriculture is More than Farming," The Future Farmers' Supply Service, P. O. Box 1180, Alexandria, Virginia.

19. "Aptitude Tests for Occupations and an Occupational Interest Inventory," 1956, California Test Bureau, 206 Bridge Street, New Cumberland, Pennsylvania. Price of specimen set: 75¢.

20. "Careers Ahead" and "Challenge in Agriculture." These two bulletins may be ordered from your local land-grant College of Agriculture.

21. "Choosing Your Occupation," 1962. The Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. Price: 15¢ per copy.

22. Education, an Investment in People, Education Department, Chamber of Commerce of the United States, Washington, D. C. Price: $1.50.

23. "Getting Ahead in Retail Selling," The National Cash Register Company, Dayton, Ohio, 17 pages.

24. "Jobs in Agriculture," 1960. Science Research Associates, Inc., 259 Erie Street, Chicago, Illinois. Price: $1.00.

25. "Kuder Preference Record," 1954. Science Research Associates, Inc., 259 Erie Street, Chicago, Illinois.

26. "There's a Future in Your Farm Background," 1958. The National Sales Executives, Inc., 630 Third Avenue, New York, New York. No charge.

THE CENTER FOR RESEARCH AND LEADERSHIP DEVELOPMENT
IN VOCATIONAL AND TECHNICAL EDUCATION
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980 KINNEAR ROAD
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INSTRUCTOR NOTE: As soon as you have completed teaching each module, please record your reaction on this form and return to the above address.

1. Instructor's Name_____

2. Name of school_____State_____

3. Course outline used: _____Agriculture Supply--Sales and Service Occupations
   _____Ornamental Horticulture--Service Occupations
   _____Agricultural Machinery--Service Occupations

4. Name of module evaluated in this report_____

5. To what group (age and/or class description) was this material presented?____ _____

6. How many students:
   a) Were enrolled in class (total) _____
   b) Participated in studying this module _____
   c) Participated in a related occupational work experience program while you taught this module _____

7. Actual time spent teaching module:

		Recommended time if you were to teach the module again:
_____hours	Classroom Instruction	_____hours
_____hours	Laboratory Experience	_____hours
_____hours	Occupational Experience (Average time for each student participating)	_____hours
_____hours	Total time	_____hours

(RESPOND TO THE FOLLOWING STATEMENTS WITH A CHECK (✓) ALONG THE LINE TO INDICATE YOUR BEST ESTIMATE.)

	VERY APPROPRIATE	NOT APPROPRIATE
8. The suggested time allotments given with this module were:		
9. The suggestions for introducing this module were:		
10. The suggested competencies to be developed were:		
11. For your particular class situation, the level of subject matter content was:		
12. The Suggested Teaching-Learning Activities were:		
13. The Suggested Instructional Materials and References were:		
14. The Suggested Occupational Experiences were:		

(OVER)

15. Was the subject matter content sufficiently detailed to enable you to develop the desired degree of competency in the student? Yes_____No_____
Comments:

16. Was the subject matter content directly related to the type of occupational experience the student received? Yes_____No_____
Comments:

17. List any subject matter items which should be added or deleted:

18. List any additional instructional materials and references which you used or think appropriate:

19. List any additional Teaching-Learning Activities which you feel were particularly successful:

20. List any additional Occupational Work Experiences you used or feel appropriate:

21. What do you see as the major strength of this module?

22. What do you see as the major weakness of this module?

23. Other comments concerning this module:

_____ _____
(Date) (Instructor's Signature)

_____
(School Address)